

IT TAKES A TEAM

A PROFILE OF SUPPORT STAFF IN AMERICAN EDUCATION

A Report from the Paraprofessionals and School Related Personnel Division
The American Federation of Teachers
April 2002

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The PSRP Division of the AFT is affiliated with the American Association of Classified School Employees and the Transportation Trades Department of the AFL-CIO.

FOREWORD

It is time to pull back the curtains and train a light upon an almost invisible workforce dedicated to making sure that students are safe, healthy and ready to learn. At 3.5 million workers and growing, school support staff make up nearly forty percent of the total number of employees working in American schools. Yet data and information about them are scarce.

Who are these workers? Their job titles tell a thousand stories: teacher's aide, principal's secretary, interpreter for the hearing impaired, crossing guard, truancy outreach worker, nurse specialist, music accompanist, accounting control clerk, custodian, migrant mentor, bus route supervisor, and hundreds more.

This report is a first effort from the American Federation of Teachers to compile what we know about this important group from various internal surveys and focus groups. To our internal research, we have added data from selected external sources, including the Bureau of Labor Statistics and the Educational Research Service. We are encouraged by the fact that, at our urging, the Schools and Staffing Survey at the U.S. Department of Education has expanded its data collection to include information on all categories of school support staff.

School support staff are the living infrastructure that makes public education possible. We are honored to represent this group of hard-working public servants, and we encourage the reader to look more closely at the wonderful people who do this important work. Their compelling stories are full of everyday miracles, and this report reminds us of the vital role they play in educating millions of American children and young adults.

Sandra Feldman
President
American Federation of Teachers, AFL-CIO



*Sandra Feldman visits cafeteria workers
at the BIA Pueblo Pintado Boarding School*

photo by Rey Garduno

Introduction

From kindergarten through college, it takes a team to educate America's students.

While teachers and school administrators play a highly visible role in education, other school team members work hard behind the scenes in often indispensable roles. Food service workers, school nurses and school security keep students healthy, safe, and well nourished. Custodians and maintenance workers keep schools and colleges clean and running smoothly. Classroom instructional assistants provide extra attention and academic help to students who need it. Bus drivers transport students safely and on time between home and school. Secretaries and office employees keep the records that help track student progress and enable the public to hold its schools and colleges fiscally and academically accountable.

These team members are known variously by many titles: school support staff, classified employees, and non-instructional staff. In the AFT, they are called "paraprofessionals and school-related personnel," or PSRPs. They are a diverse group. With hundreds of job titles, their contributions can be counted in enormous numbers: the millions of students transported and meals served; the acres of corridors, classrooms and grounds maintained; and the many hours spent helping students, teachers and parents negotiate the complex process of getting an education.

Routinely, school support staff go "above and beyond the call of duty" to meet the needs of the students and schools they serve. They are people like:

- Shirley Magden, a school secretary in Detroit. Magden bought alarm clocks for elementary students who were tardy because no one at home got them up on time for school. Figuring out how to use the clocks correctly became a learning experience for the students.
- A school custodian at New Bedford (Massachusetts) High School. The custodian, who prefers to remain anonymous, stumbled upon a threatening note seemingly written by students. After a search of the students' homes turned up a loose-leaf binder with directions for making bombs, police credited the custodian with helping to thwart what could have been a Columbine-like attack.
- Scott Savage, of San Antonio, Texas. When district administrators failed to provide the district's paraprofessionals with computer training, Savage enlisted the help of student "computer whizzes" from a district magnet school. The paraprofessionals got training, and the student "teachers" accumulated hours toward their community service requirement for graduation.

- Julia Martinez and Margaret Espinoza, paraprofessionals in New York City. On September 11, 2001, they rescued two wheelchair-bound students at the High School of Leadership and Public Service, two blocks from the World Trade Center, by carrying them on their backs.
- Francisco Venegas, a school custodian in Parker, Colorado. Even before 5th-grader Jordan Humphries suffered a seizure in class, the school custodian had noticed she was acting strangely — falling off benches, talking to herself, running into a tree. Her doctor, prompted by Venegas' report about the odd behavior, ordered a CT scan, which detected a lime-sized brain tumor. Two weeks after the tumor was removed, Jordan returned to school with a clean bill of health and a heartfelt “thank you” for the custodian.
- Patsy Arnold of Pasco County, Florida. After driving a school bus for nine years, Arnold sought extra training so that she could work as a classroom paraprofessional during the hours she wasn’t driving, providing the continuity of attention and care so crucial to the special education students who attend her school.
- Jimmy Atkinson, custodian at Lamar Elementary School in Woodlands, Texas. Atkinson pays close attention to the children in his school, usually to intervene if a child needs cheering up. Atkinson was on lunch duty one day when a first grader choked on a grape. While a teacher grabbed a radio to call the nurse, Atkinson moved in and applied the Heimlich maneuver, tailored to the small child.

There are 3.5 million paraprofessionals and school-related personnel in American public schools and institutions of higher education. Data and research on these key players are sparse, although the AFT has been working with researchers from various agencies and organizations to include these key staff in studies of school personnel. Over time, the knowledge base about their work will grow, allowing policy makers and the public to better understand their contributions to the education of America’s children.

This report is a compilation of information about PSRPs that sketches a portrait — still incomplete — of these employees, their working conditions, and their concerns. It draws on research done by the AFT, as well as data from other organizations, such as the National Center for Education Statistics, the Bureau of Labor Statistics and the Educational Research Service.

Tables in the Appendix provide greater detail on the information cited.

PART ONE: The National Picture

The earliest estimates of the number of support staff in schools are from 1949-50 when states reported 288,139 support staff in elementary and secondary education. These staff represented only 22 percent of total school employment. Their numbers grew steadily until 1965. That year brought the historic passage of the Elementary and Secondary Education Act (ESEA) and its Chapter 1 (now Title I) program aimed at helping disadvantaged children. That legislation also brought a new player into the classroom — the paraprofessional known as a “teacher’s aide.” In 1976, passage of the Education for All Handicapped Children Act (Public Law 94-142, now called the Individuals with Disabilities Education Act) increased public schools’ responsibility for educating disabled children, many of whom had been excluded previously. This brought still more growth in the numbers of paraprofessionals.

Today, estimates of the numbers of support staff working in schools and colleges vary greatly. Data from the U.S. Department of Education Schools and Staffing Survey report 2,084,637 school support staff in elementary and secondary education systems in the Fall of 1998. Bureau of Labor Statistics 2000 Census data report approximately 2,571,000 in elementary and secondary education systems. They also report another 1 million in colleges and universities.

In elementary and secondary education, the AFT represents approximately 230,000 support staff. The National Education Association represents approximately 320,000, and another 587,000 are represented by various AFL-CIO-affiliated unions and independent labor organizations like the six state affiliates of the American Association of Classified School Employees. In colleges, universities and vocational institutions, approximately half are represented by unions.

Salaries

The following charts contain information from the Bureau of Labor Statistics about specific subgroups by job title. The BLS figures come from U.S. Census data.¹ (In the Appendix, these figures are compared with those for similar employees in all industries with that job classification. See Tables 3, 4 and 5 for additional information.)

School Bus Drivers

There were approximately 457,050 school bus drivers in 2000, either working directly for school systems or providing services under contract.

	Hourly Earnings	Annual Earnings
Median:	\$9.97	N/A
Mean:	\$10.97	\$21,440

Teacher Assistants (Paraprofessionals)

There were approximately 1,159,110 teacher assistants (the Bureau of Labor Statistics also cites a figure of 1.3 million and the Education Research Service a full-time equivalent of 581,000) in 2000, mostly employed in elementary schools. About half assisted special education teachers working with students with disabilities. Four out of 10 are members of unions, primarily the American Federation of Teachers and the National Education Association.

	Mean Annual Earnings
Elementary and secondary schools	\$18,680
Child care	\$16,200

Office and Administrative Services

There were approximately 1,149,000 office and administrative service personnel working in all education institutions, including 529,070 in elementary and secondary schools; 26,000 in child care services; 23,000 in vocational schools; and 570,000 in higher education institutions in 2000.

Executive Secretaries & Administrative Assistants

	Mean Annual Earnings
Elementary and secondary schools	\$32,010
Colleges and universities	\$31,200
Child care	\$25,070
Vocational	\$29,130

Secretaries

	Mean Annual Earnings
Elementary and secondary schools	\$24,960
Colleges and universities	\$24,920
Vocational	\$24,400
Child care	\$20,960

General office clerks

There were approximately 242,440 general office clerks in 2000, of which 112,010 worked in elementary and secondary schools and 130,430 in institutions of higher education. An additional small number work in child care and vocational settings.

	Mean Annual Earnings
Elementary and secondary schools	\$22,260
Colleges and universities	\$21,110

Other selected office and administrative support occupations:

	Elementary & Secondary Median Annual	College/University Median Annual
Receptionists and information clerks	\$20,040	\$20,910
Bookkeeping and accounting	\$26,900	\$27,170
Word processors & typists	\$23,110	\$23,110
Payroll & timekeeping clerks	\$28,510	\$28,540

Library Personnel

There were approximately 100,690 library technicians and library clerical assistants in 2000, with 27,360 technicians and 20,600 clerks working in public elementary and secondary schools and 22,880 technicians and 14,300 clerks in higher education institutions.

Technicians	Mean Annual Earnings
Elementary and secondary schools	\$22,250
Colleges and universities	\$26,460

Clerks	Mean Annual Earnings
Elementary and secondary schools	\$18,960
Colleges and universities	\$21,170

Student Nutrition

There were approximately 189,120 institution and cafeteria cooks in 2000, with 182,830 working in elementary and secondary schools and 6,290 in institutions of higher education. There were approximately 94,010 food preparation workers in 2000, of which 87,270 worked in elementary and secondary schools and 6,740 in institutions of higher education.

Cooks

Elementary and secondary schools
Colleges and universities

Median Hourly Earnings

\$8.13
\$9.71

Food Preparation

Elementary and secondary schools
Colleges and universities

Median Hourly Earnings

\$8.30
\$8.57

Custodial employees

There were approximately 440,680 custodial workers (called janitors and cleaners by BLS), of which 343,470 worked in elementary and secondary schools and 97,210 worked in colleges.

Colleges and universities**Median Hourly Earnings**

\$9.77

Elementary and secondary schools

\$10.14

Other support staff

In addition to the major categories listed above, schools rely on the services of various skilled trade workers such as carpenters, electricians, painters, HVAC repair workers and hundreds of other titles. Information on these categories is included in Tables 3, 4 and 5 in the Appendix.

Additional research on salaries

For 27 years, the Educational Research Service has conducted the National Survey of Salaries and Wages in Public Schools.² Results are based on a national panel sample of school systems (704 systems of varying sizes, location and per-pupil expenditures for 1999-2000) and examine 10 positions classified as support personnel: central office secretaries, accounting/payroll clerks, and typists/data-entry clerks; building-level secretaries and library clerks; custodians; cafeteria workers; instructional teacher aides; noninstructional teacher aides; and school bus drivers.

Figures for the 1999-2000 school year reveal the following:

- Wages and salaries for school support staff are higher in the Far West and New England regions than in the rest of the country. School support staff in these regions are, in general, more heavily unionized than their counterparts in other areas.
- Wages and salaries are lowest in the Southwest and Rocky Mountain regions, not areas of high union density.
- Wages and salaries for all groups rose in 1999-2000. Hourly wages showed an average mean increase of 5.6 percent for noninstructional teacher aides at the high end to a low of 3 percent for cafeteria workers. Salaries showed an average mean increase of 5.3 percent at the top for central office accounting/payroll clerks to a low of 1.8 percent for building-level library clerks.
- Districts with higher per-pupil expenditures (\$7,000 or above) generally paid higher wages than those with lower PPEs (\$4,500 or below).

Hours

Many PSRPs are termed full-time workers but are, in fact, part-time employees based on the standard definition of full time as a 40-hour workweek. Although some prefer this work schedule, it would be a mistake to assume that all do. This status usually constrains the ability of these employees to get benefits and to earn a living wage. The following figures show the number and percentage of part-time employees across job categories.

Job Title	Total	Part-time	Percent Part-time
<u>Elementary/Secondary</u> ³			
Crossing guards	37,880	35,986	95%
Food service	424,330	246,111	58%
Teacher aides	882,130	379,316	43%
Clerical	150,000	64,500	43%
Bus drivers	300,430	114,163	38 %
Custodians	267,500	69,500	26%
Secretarial	508,730	91,570	18%
Skilled trades	150,000	7,500	5%
TOTAL	2,571,000	944,198	37%
<u>College/University</u> ⁴			
Technical	188,603	46,292	25%
Clerical/secretarial	441,291	99,978	23%
Service/maintenance	221,812	43,082	19%
Skilled trades	64,882	3,663	6%
TOTAL	916,588	193,015	21%

Benefits

According to the Bureau of Labor Statistics, benefits vary greatly for these employees. In general, as in other occupations, full-time workers are more likely to get benefits than part-time workers. Many PSRPs are part-time workers.

School bus drivers, for example, get sick leave, and many are covered by health and life insurance plans and pension plans. Because they do not drive when school is not in session, they generally do not get vacation leave. Some bus drivers also work for the district as custodial or maintenance staff or education assistants during the hours between bus trips.

Teacher assistants who work part-time generally do not get benefits. Full-time paraprofessionals usually get health insurance and other benefits. There is a disconcerting trend to reduce the number of hours worked by paraprofessionals so that their total hours fall under the threshold number to qualify for benefits. In fact, BLS data does not even show an hourly wage for this group of workers because their number of hours falls below the standard of 2,080 hours per year.

PART TWO: PSRPs in the American Federation of Teachers

A profile

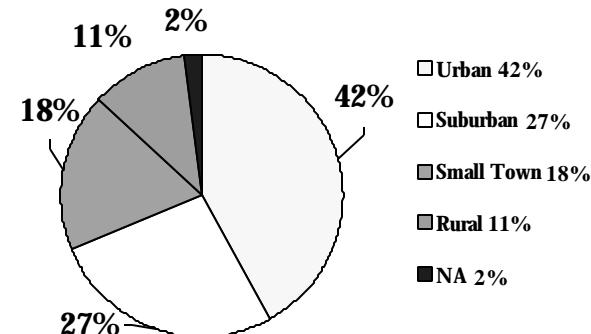
Paraprofessionals and School-Related Personnel (PSRPs) are the fastest-growing segment of the 1.2 million-member national AFT, comprising 15.4 percent of the national union. The size of PSRP membership in local affiliates covers a wide range: New York City's United Federation of Teachers has more than 23,000 paraprofessionals and school secretaries while small locals in rural areas across the country may have fewer than a dozen members. Some locals (512) represent only PSRPs, and these tend to be smaller, with an average size of 116. The remaining locals (502) represent both PSRPs and teachers or faculty; these are larger, with an average size of 660.

PSRPs share a set of core values with their AFT colleagues in K-12 teaching and higher education. These values are:

- Improving the services they provide and strengthening the institutions in which they work.
- Securing collective bargaining rights to give employees a voice in their workplace.
- Ensuring dignity, fairness and justice for employees.
- Requiring high standards for student conduct and learning supported by the necessary resources for students and staff.
- Relying on “what works” — successful programs with a research-backed track record — as the best path to effective school reform.

PSRPs have been members of the AFT since 1930 when the union chartered the Education Secretaries of Chicago. This local merged a year later with several other local unions to become the Chicago Teachers Union.

Support staff have suffered setbacks over the years, including layoffs due to federal budget cuts, privatization experiments, and misinterpretation of Title I regulations. Nonetheless, PSRP membership in the AFT has grown steadily, jumping from 27,626 in 1975 to more than 190,000 in 2002. The majority work in K-12 public schools. More than half of AFT's PSRPs (54 percent) are paraprofessionals (classroom/teacher assistants). The next largest group are secretaries (23 percent), followed by transportation workers (6 percent); PSRPs in higher education (6 percent); custodial and maintenance employees (5 percent); food service workers (5 percent); and security workers (1 percent).



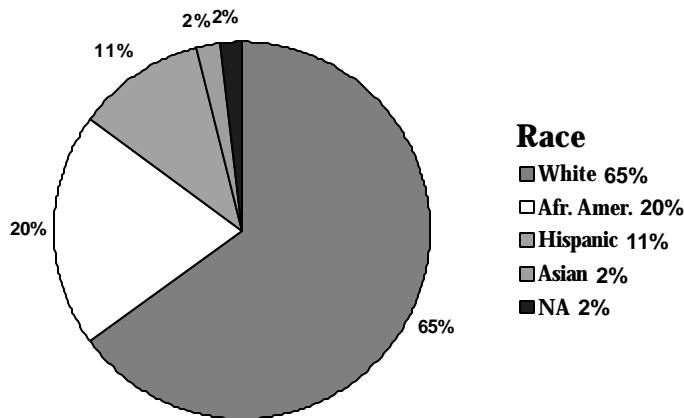
Geographic distribution of AFT PSRP members

Like teachers, PSRPs are a graying workforce, with about 40 percent ranging in age from 45 to 54. Recent surveys of food service and custodial/maintenance PSRPs show that 72 percent and 42 percent respectively are over age 40.

Salary levels for PSRPs reflect the fact that many of these positions are low paid and/or part time. Most (56 percent) earned between \$10,000 and \$25,000 in 2000, with 10 percent earning less than \$10,000, and 12 percent earning more than \$30,000. This places many PSRPs just barely above the poverty line, which in 2000 was \$17,050 for a family of four, and is an obstacle to attracting and keeping high-quality employees in these roles. In addition, federal law only recently allowed states to provide unemployment compensation to school employees during the summer months—and then only when states have passed enabling legislation. No state currently has such legislation.

AFT PSRP MEMBERS' LEVEL OF EDUCATION

High school diploma 30%
 Some college, no degree 24%
 Two-year community college or vocational degree 18%
 Four-year college degree 15%
 Postgraduate work or master's degree 9%



What PSRPs Care About: Quality Work

Too often, the conventional wisdom about PSRPs is that no special knowledge, skills or training are needed to do their jobs. But a closer look reveals that these jobs often involve complex and sensitive tasks. They can require physical strength and good judgment, along with specific technical skills and education-related knowledge. Overarching all is the very special character and temperament required to work with students of all ages.

Often PSRPs must master federal, state and district regulations and policies, while at the same time maintaining patience, a sense of humor, and a clear focus on the health, safety and academic success of the children and young adults in their care. Because AFT's K-12 PSRPs have traditionally been concentrated in urban areas, they work with many children who come to school with special challenges, including at-risk students and students whose first language is not English. The changing

DEDICATION IN THE MIDST OF TERROR

Paraprofessionals save wheelchair-bound students on Sept. 11

No one sets out to be a hero, but the events of September 11 inspired extraordinary acts of courage in many ordinary people. Among them are special education paraprofessionals Julia Martinez and Margaret Espinoza. Their school, New York City's High School of Leadership and Public Service, is only two blocks from the World Trade Center. When the planes hit the twin towers and most people started running for their lives, Martinez and Espinoza stayed with two wheelchair-bound eleventh-graders, Becky and Stephanie, and struggled to get them out of danger.

When the paras, both small women, couldn't push the wheelchairs farther because of debris and grass, they picked the girls up and carried them on their backs. Eventually they found themselves trapped in a restaurant patio bordered by a brick wall with a four-foot drop on the other side. Another student and a stranger they know only as Mark intervened, and the two girls were hoisted over the wall to safety.

Martinez and Espinoza had worked with the girls for three years, and the students refer to each of them as "Mommy." Martinez recalls, "I didn't have time to think about what to do that day. I didn't even think about my family. I just did it. I had to get my Stephanie out to safety."

nature of all school systems means that these special students are no longer unique to urban districts. In addition, PSRPs in all schools handle the special challenges of students with disabilities. These are not jobs that "just anyone" can do.

A LOW-TECH SOLUTION TO TARDINESS

Secretary buys alarm clocks to get students to school on time

School secretary Shirley Magden is the one who writes out the tardy slips at Berry Elementary School in Detroit. One or two slips are not a lot of work, but when lots of kids are showing up late — while Magden is juggling other morning duties — it can be a problem.

When she started seeing the same faces day after day, Magden asked for an explanation. A common response: "Nobody woke me up."

Magden's solution was simple and inexpensive. She bought alarm clocks for the chronically late students. Their part of the bargain was to take responsibility for learning how to use the alarm, and setting it so they woke up in time and got to school by 8 a.m.

Magden estimates that she gave out about two dozen alarm clocks at the beginning, some to students as young as third grade. "They were rarely tardy after that," she notes. Virtually all of the students are from single-parent homes where many parents work late and also struggle to get up and out of the house punctually.

While clocks are not expensive, the cost started to add up. When some private school students heard about the alarm clock solution, they started a service project to raise money and buy the clocks for the school. Soon Magden wasn't spending her own money.

"At our school, we're always looking for ways to change our kids' situations," Magden says. "This was one way I saw where I could make a difference."

7,003,315

Acres of public school grounds that maintenance and landscape workers mow in a year.

AFT's paraprofessionals and school-related personnel have a mission, one that they share with all other AFT members. They want to improve the services they provide, advance their own capacity for outstanding performance on the job, and strengthen the institutions in which they work.

To further this mission, PSRPs have focused their efforts in four major areas: standards, certification/licensure and professional development; privatization; workloads and staffing; and health and safety. In each of these areas, AFT's PSRPs have helped identify problems and propose solutions, developed union policy, initiated programs and sought legislative remedies where appropriate.

Quality Tool #1: Seeking Standards, Professional Development, and Certification

Certification or licensure programs are a guarantee to the public that those engaged in providing services to the public — be it in education, construction or medicine — are equipped with the proper training and experience to do their jobs. High standards for training and performance are necessary for high-quality services. Standards and certification procedures also provide a basis for evaluating job performance and for creating the professional development programs employees need to keep their skills up to date and to advance on the job. The AFT, at the national, state, and local levels, has taken a leadership role in pushing for high standards, certification and professional development for PSRPs.

The most notable group of workers in the PSRP ranks with a general absence of standards for employment and training for their work are paraprofessionals. Paraprofessionals — called "paras" for short — have been especially concerned with preparing themselves to work on the front lines with children and teachers. Many paras, also known as teacher aides, teacher assistants, classroom assistants and instructional assistants, came into the education system as a result of federal programs designed to provide supplemental or special services to groups of children facing obstacles to academic success. Paras quickly realized they would need ongoing professional development to help them meet the complex needs of these students. Even today, decades later, they rarely get this training from their school districts.

Through policy resolutions, union-supported programs and partnerships, and legislative activism, AFT's paraprofessionals have developed a

comprehensive agenda for setting high standards for their work and creating certification/licensure procedures to ensure that those standards are met. These efforts call for:

- **Setting standards for paraprofessional jobs**, including support for and participation in the Education and Training Voluntary Partnership, a coalition of employer, employee and public interest organizations charged with leading the effort to develop a national system of voluntary skill standards for the front-line workers who support instruction of students from early childhood to adulthood (www.etv.org).
- **Urging the creation of state or district certification/licensure programs for education paraprofessionals** that, at a minimum, require a high school diploma or GED for entry-level positions and mandate ongoing training by districts or state agencies to enable paraprofessionals to meet certification/licensure standards and improve their skills. These state or district programs should list specific competencies that paraprofessionals must achieve, and “hold harmless” currently employed education paraprofessionals.
- **Creating a clearinghouse to identify and disseminate information on best practices in professional development for paraprofessionals.**

As of 2001, 21 states lacked a certification/licensure process for paraprofessionals (AK, AZ, AR, CA, CO, HI, KY, LA, MA, MI, MN, MT, NE, NV, NC, ND, SD, TN, VA, WV, and WY). Several states currently are considering or developing regulations. But even where standards and certification regulations for paraprofessionals exist, the requirements vary widely and are often vague or weak.

Some states do not specify any education requirements for paras. For example, Ohio education aides must only have “skills sufficient to do the job” to get a one-year permit. Other states require a high school diploma or GED, and still others require some college education. A few states, such as New York, Maine and Vermont, have well-developed programs that require increasing levels of education and experience for advancement.

To further the goal of setting high standards for this work, the AFT created a Committee on Paraprofessional Certification. Teachers and paras collaborated to define the roles and responsibilities of paraprofessionals and the knowledge and skills needed for their jobs. The result, issued in 1998, was *Standards for a Profession*, a document that specifies basic skills and entry-level requirements, pre- and in-service training, and advanced skills for permanent certification. It also provides guidance to union leaders in pursuing state legislation or local programs for certification.

photo by Laurie Beck

Paraprofessional Mae Bagwell works with students at Philadelphia's Roberto Clemente Middle School



A LADDER INTO TEACHING

New York City program helps paraprofessionals advance

For thirty years, the United Federation of Teachers has had a paraprofessional career ladder program that allows every para to take college courses. The program has helped more than 8,000 paras become teachers, principals, and even superintendents.

Recently, however, UFT and the New York City Board of Education negotiated an expedited career ladder program for paras who want to teach in a shortage area, such as special education, math or science. The program allows paras who are only 12-24 credits short of graduating to attend college full time, so they can finish their undergraduate studies while still receiving their regular salaries and benefits. The district also pays for their replacements in the classroom. Once they earn their degrees and pass the required teaching exams, participants are guaranteed a teaching position. They agree to teach for two years.

Annie Smith, a paraprofessional at P.S. 80 in Queens for more than fifteen years, has been taking college courses for longer than she cares to admit. Smith is one of the first 50 paraprofessionals to participate in the expedited program. "I feel great about it," Smith says. "Because I've been a para for so long, I can say I was able to get this far. It has been like on-the-job training."

Administrators say that former paras make excellent teachers. More than 175 people applied for the 50 available positions when the program got started in 2000. To date, 225 paras have participated. The regular career ladder program, in place now for 32 years, provides an opportunity for all of New York City's 23,000 paraprofessionals to pursue advanced education.

The new educational requirements of the "No Child Left Behind Act of 2001" should drive the effort to set certification and training standards, at least for those working in programs funded by Title I.

The desire for professional development is not unique to paraprofessionals. In various surveys conducted by the AFT, PSRPs have identified professional development and access to training as one of their highest priorities. Surveys of staff in Missouri indicate that 37 percent of respondents want training because it will help them do their jobs better; another 28 percent to increase their value as an employee and another 15 percent to help them do their part to improve education in the district. This compares to just 13 percent who only want training because it will help them improve their salaries.

A national survey of AFT PSRP members conducted in January 2000, which focused on job satisfaction, tells us even more. Thirty-five percent of members said that having to perform tasks for which they have not been adequately trained is a source of ongoing concern. Nearly seventy percent felt that expanding training opportunities would help to alleviate many of the problems they experience at work, including workload, introduction of new technology and taking on new responsibilities without appropriate training.

Quality Tool #2: Fighting Privatization

Privatization — turning public services over to private contractors — has a long history as a proposed panacea in America when public officials grow dissatisfied with the work of public agencies. Recently, the pressure to privatize

education services — everything from management to teaching to transportation

and maintenance — has increased. The controversy over school vouchers has reached the Supreme Court, and various proposals for tuition tax credits routinely appear in Congress and state legislatures. New entrepreneurs have arrived on the scene promising improved student achievement at a lower cost and offering programs that range from all-out takeovers of school districts to running individual charter schools, which remain nominally under the control of the district.

In all of these efforts, the net effect is to transfer money from public schools to private entities ranging from neighborhood parochial schools to large corporations such as Marriott, Servicemaster, Johnson Controls, Ryder and Laidlaw. This is a loss that no public school district can bear and still serve its students well. Costs have generally not decreased; in many instances, they have risen. Services have not necessarily improved; in many cases, they have gotten worse.

Far from making schools more accountable for their results, privatization efforts have generally resulted in less accountability, since

31,025,386,215
Square feet of floors in public schools that custodians sweep, mop and wax in a year

private corporations and schools are not bound by the same reporting requirements that public agencies are held to. Moreover, private contractors often make their savings and profits off the backs of their employees, by providing fewer benefits and lower salaries or hiring unqualified people. When school districts terminate contracts with private firms, as they did with Education Alternatives, Inc. (EAI) in the Baltimore and Hartford public schools, taxpayers bear the costs of the transition back to public control and the associated legal costs. Research shows that privatization has not lived up to its promises.

4,379,694,678
Number of miles public
school bus drivers safely
transport students to
school.

denied needed and legally mandated services; others have seen their test scores plummet. Still others have been placed in physical jeopardy by incompetent contractors. Perhaps most troubling of all, privatization schemes have often captured the funds, attention, and energy that could have supported reforms proven to help all students, such as smaller classes in the early grades.⁵

Rejecting privatization is not the same as endorsing the status quo. The AFT has long been in the forefront of efforts to improve America's public schools, acknowledging early and often that the schools must do a better job and proposing specific, research-based approaches for improvement. AFT's PSRPs have helped document problems with privatization and have proposed alternative solutions, including:

- Educating school officials and the public about the hazards of privatization, its true costs and dubious results.
- Improving services through training, ongoing professional development, and partnerships with management and other interested parties.
- Supporting "what works" — programs and approaches with research documenting their effectiveness.
- Setting high standards for performance through such efforts as the development of *Standards for a Profession* and participation in the work of the National Skills Standards Board.

Quality Tool #3: Monitoring Workloads and Staffing

Office employees in many schools and colleges are feeling increased pressure — and stress — from unmanageable workloads. These arise from a number of sources: increasing enrollments, lack of equipment, inadequate technology, unrealistic deadlines, and lack of training. But far and away the most important factors creating unfair workloads, in the eyes of these employees, are increased paperwork, reduced or improper staffing levels, and poor management.

In a recent survey of 224 school office employees, the AFT found that the most troubling aspect of work overload was employees' feeling that the quality of their work was suffering.⁶ One respondent said, "I cannot complete my work in a way that I can be proud of." Another cited

Unfortunately, it is America's public school students who have borne the brunt of privatization experiments. Some have been

KEEPING KIDS ON TRACK

Truant officer finds students and gets them the help they need

John Wicks, a truant officer and security guard in West Proviso, IL, has seen it all — every trick students can play to get out of school. His job, he says, is "to find those kids, get them back into school, and get them to the people they need to see," like counselors and social workers.

The truant officer positions were created as a pilot project, with employees splitting their workday between duty as security guard and truant officer. "I love working with the kids," says Wicks. "It keeps me going." A story in the local newspaper included high praise for the efforts of Wicks and his colleagues from students who said they would still be headed for trouble if it weren't for the intervention of the truant officers.

Wicks attributes his success to his background as a local police officer working with gangs. He worked with a local college to develop a 20-hour security training program for the officers, comparable to training received by beginning police officers. "Everyone can always use more training," he says. "There's really no limit. It helps you react better in difficult and unusual situations that you probably were not expecting."

the effect on students: "It hurts students in the long run because I can't perform the kind of customer service they deserve." Still another felt "a lack of accomplishment and a sense of inadequacy even though I've worked hard all day." Fifty-one percent said that their ability to control the quality of their work had been greatly or substantially reduced.

Other findings from the survey showed:

- Eighty-seven percent said that unrealistic workloads were a problem, with 38 percent saying that the problem has been getting worse for five years.
- Sixty-five percent worked more than 30 minutes daily outside of regularly scheduled hours. Fifty-five percent never receive overtime pay or compensatory time for their overtime work.
- Thirty-eight percent said they felt pressured sometimes or all the time by supervisors to skip breaks and work overtime without overtime pay.
- Employers' main response to workload issues was to increase authorized overtime (15 percent). Only small percentages hired additional full-time (4 percent) or part-time (6 percent) staff.



photo by Roy Inman

Custodian Larry Wallace teaches the art of origami to the children in his school

that 73 percent were experiencing staffing shortages in their programs.⁷ They attributed this mainly to the part-time nature of the work (46 percent) and low salaries (23 percent). Not surprisingly, these employees rated improvements in salaries and benefits and greater respect for food service programs and workers and greater input in decisions that affect their jobs as their top concerns.

In another AFT survey of AFT custodial and maintenance workers, 46 percent do not believe there are enough staff in their facility. The staff shortage is especially acute in rural areas (70 percent) and suburban areas (59 percent).

Paraprofessionals have a specific set of concerns about workload. Research shows that well-trained paraprofessionals, properly deployed and supervised, are effective in the classroom. But in too many instances, paras are put in positions they did not ask for and are not trained for — working as substitute teachers. This misassignment of paras has raised concern among public officials and parents, and was a source of controversy on Capitol Hill during the recent reauthorization of the Elementary and Secondary Education Act.

An AFT survey of 370 paraprofessionals found that more than half (53 percent) had been asked to serve as a teacher substitute in their regular classroom for a full day.⁸ Twenty-eight percent had been asked to substitute for a full day in another classroom. Only 32 percent met the qualifications to serve as a substitute in their district, and only 13 percent had received training to serve as a substitute. The survey also revealed that:

- Forty-one percent were asked to serve as a substitute one or more times a month, and 19 percent have substituted for more than five days in a row.
- Thirty-six percent never received a stipend or additional pay for substituting.
- The problem is worse in schools with more than 50 percent minority students, where 73 percent of paras have been asked to substitute for a full day in their classroom.

Besides helping to document this problem, the AFT has issued a strong call for an end to the misassignment of paraprofessionals.

Quality Tool #4: Protecting Health and Safety

Many PSRPs do work requiring considerable physical exertion, including repetitive movements, operating machinery ranging from computers to school buses to cumbersome floor waxing machines, lifting children, cleaning and maintaining buildings and grounds, and large-scale food preparation. Custodians move furniture, equipment and boxes of books and carry garbage up and down stairs. Food service workers unload heavy food shipments, stand in stationary positions for long periods of time, and carry heavy pans across slippery floors.

Paraprofessionals working with disabled children often lift them many times a day as they tend to the students' needs and move them among various activities. Some of these students exhibit unpredictable and aggressive behavior requiring that they be physically restrained, and some are medically fragile. Some paras must also change diapers (often on the floor) for children the size of an adult.

PSRPs have grown increasingly concerned in recent years about issues of health and safety on the job, not only for themselves but also for those they serve. Some recent AFT surveys of PSRPs help outline the problem. A 2001 survey of 1,018 school bus drivers found the following:⁹

- Twenty-three percent had been diagnosed with work-related injuries or illnesses.
- Twenty percent had missed work because of pain or discomfort associated with their work.
- Areas of the body most affected by work-related pain were lower back (53 percent); neck/shoulder (45 percent); elbow, arm and knee (25 percent).

KEEP UP WITH TECHNOLOGY

Students teach union members computer skills in San Antonio

Scott Savage was tired of waiting. Paraprofessionals in his district, like their counterparts across the country, were having a hard time getting the computer training they want and need. They asked him, as the PSRP chapter leader, to work with San Antonio school administrators to help them get more training. When district officials failed to move on his request, he turned to an unusual resource — an international banking and business magnet school in the district.

The school's computer club was filled with young computer whizzes, and students there were required to accumulate 1,000 community service hours over the course of four years as one of their graduation requirements. Why not, Savage thought, have the students teach the paraprofessionals — and get credit for community service at the same time?

When Savage sent out a flyer to gauge members' interest in computer classes, almost 200 replies flooded in within a week. Evening courses were arranged on topics ranging from e-mail and Internet basics to PowerPoint and Web page design.

While the idea for the training came from paraprofessionals, support staff from virtually every job category have attended, and PSRPs from neighboring districts, along with San Antonio teachers, have asked to participate.

"The kids have been excellent teachers," says Savage. "There's not a thing that they can't answer."

- Types of discomfort most often experienced included aches (46 percent); pain (29 percent); stiffness (27 percent); and numbness (16 percent).
- Thirty-four percent transport disabled students. As part of this work, 11 percent personally lift students and 27 percent handle student equipment.
- Fifty percent said they opened the school bus door between 51 and 200 times a day.
- Features of work most often cited as contributing to pain or injury were prolonged sitting (35 percent) and the repetitive nature of tasks (35 percent).

These figures are echoed in an AFT survey of 195 custodial and maintenance employees.¹⁰ Forty-five percent complained of chronic lower back pain; 34 percent noted neck and shoulder pain; and 35 percent, wrist and arm pain. Nearly 55 percent had had work-related injuries, and more than 70 percent of those had missed work as a result of their work-related injuries.

Fewer than half of these employees said they received regular health and safety training on such issues as ergonomics, hazardous waste removal, workplace violence or asbestos. This lack of training is especially disturbing because the buildings these employees work in are an average of 39 years old, with the oldest building reported at 187 years.

AFT food service worker members cited a number of typical workplace hazards including lifting heavy boxes and equipment (72 percent), standing on hard surfaces (61 percent), cleaning ovens (46 percent) and slippery floors (45 percent). This group of workers does receive more training in health and safety issues than other groups of workers, with 82 percent saying they have received training.

In a comprehensive article on the physical hazards school employees can encounter, Darryl Alexander, AFT's Occupational Safety and Health Coordinator, has catalogued the following:¹¹

- Exposure to asbestos, cooking fumes, construction by-products, methanol, bus diesel fumes, and chemicals that are old, mislabeled or unlabeled.
- Physical exertion related to working with disabled children, including awkward positioning, heavy, frequent and awkward lifting, and squatting and kneeling.
- Exposure to communicable diseases, blood-borne pathogens and bodily fluids.
- Exposure to poor quality indoor air, high noise levels, mold and school buildings and equipment dangerously out of date or needing repair.

While Alexander notes that the effects of these hazards on school staff have not been well documented, evidence is growing that they can create health and safety problems. And staff know that



photo by Laurie Beck

AFT member Sara Ortiz assists students in her school's computer laboratory

FIGHTING PRIVATIZATION WITH FOOD

Bus drivers in Orchard Park use cookbook to raise visibility and respect

Like many school transportation departments, the one in Orchard Park, NY had been the subject of discussions about privatization in recent years. After some members of the Orchard Park School-Related Personnel Association attended an AFT training session on combating privatization, they realized that they needed to put a public face on often-invisible transportation employees and let the community know about their dedication.

The transportation department decided to create a cookbook of recipes from PSRPs, teachers, administrators, parents and students and sell it to raise funds for the district. So far, the cookbook has raised more than \$12,000 for programs throughout the district, including a drug abuse avoidance program and the purchase of items such as computer software, a video camera, and landscaping at each of the district's six schools.

"This gave the transportation department some respectful recognition within the school system and the community," says project coordinator Sherry Yates-Voss, a bus driver and grievance chair of the Association. "The department will receive nothing from this fundraiser except recognition, respect and publicity for their dedication and service."

For now, thanks to the positive publicity generated by the cookbook, talk of privatization has died down and employee relations throughout the system have improved.

if they are exposed to these hazards, so are the students with whom they work.

Violence is a widespread concern, one shared by teachers and parents. Although there has been considerable focus on the effects of school violence on students, little data exist on the impact of violence on school staff. In the AFT survey of bus drivers cited above, most of the health and safety concerns cited by the drivers revolved around issues of student discipline. Fifty-four percent cited "disciplining children"; 36 percent cited "lack of respect"; 35 percent, noise; and 23 percent, violence/assault/threats.

Alexander cites a study of nearly 28,692 Workers' Compensation claims due to non-fatal workplace violence. The percentage of claims was higher in education than in all other industries; a random sample of these found that most were due to assault. Women filed most of these claims (74 percent).

The AFT has responded to these concerns in a number of ways:

- Supplying members with solid information on health and safety hazards and preventive measures.
- Providing health and safety and violence-prevention training for PSRPs, including train-the-trainer programs so that PSRPs can train their colleagues.
- Supporting the development and enforcement of student codes of conduct to reduce threats of violence.
- Testifying on the issues before Congress and in state legislatures.
- Pushing for federal legislation and regulations to address health and safety and student conduct problems in schools.

CONCLUSION

The Outlook for the Future

Job prospects for PSRPs look promising, especially for teacher assistants (paraprofessionals), according to the Bureau of Labor Statistics projections for job growth through 2008.¹² Many openings will occur over the next few years as current employees begin to retire in large numbers. Education reform initiatives currently under discussion—such as early childhood education programs and intensive early reading programs—are also likely to result in a need for more PSRPs. Increasing enrollments among special-needs students and those with English as a second language, a growing number of after school and summer programs, and the nationwide push for higher academic standards will also create opportunities for paraprofessionals. Added to this growth from retirements and program expansion is the number of new facilities built to meet a growing student population.

As the uses of technology broaden and deepen across the country, PSRPs in many job categories want to acquire computer skills. In surveys conducted by the AFT, PSRPs frequently identify computer skills as one of the aspects of professional development of most interest to them. Ignoring this increasing demand can undermine both the motivation of these employees and their ability to keep current with the demands of their jobs.

Keeping high-quality employees in our schools and colleges means creating high-quality jobs for those who fill these important roles. And this, in turn, means setting high standards for performance and providing the ongoing training and professional development PSRPs need to excel and advance in their work. Over and over, PSRPs reiterate their desire for more and better professional development. They know that, without exaggeration, students' lives can depend on their ability to perform their jobs well.

LANDMARK FEDERAL INITIATIVES AFFECTING STUDENTS AND SUPPORT STAFF

1946 National School Lunch Act – Recognizing the connection between nutrition and learning capacity, Congress creates the school lunch program. Fifty-six years later, the program currently feeds 27 million students and school cafeteria workers are expected to be knowledgeable about food allergies, nutrition and food safety.

1965 Elementary & Secondary Education Act – In an effort to provide equal opportunities in education, Congress invests billions of dollars in poor schools through the Title I program. When ESEA was reauthorized last year as the “No Child Left Behind Act of 2001,” it included higher standards for teacher assistants in Title I schools.

1965 Head Start – This “Great Society” program serves low-income children, from birth to age 5, and their families. Head Start programs are often based in schools, where school support staff play a key role in preparing children to be ready to learn when they enter school.

1966 Child Nutrition Act – Today, the National School Breakfast Program, which was established by this law to provide assistance to “nutritionally needy” children, serves 7.7 million students. The growth of this program reflects the increased awareness that students need good nutrition – and well-trained school support staff – so they’ll be safe, healthy and ready to learn.

1970 Occupational Safety and Health Act – OSHA is created to ensure that every worker goes home whole and healthy every day. Supported by organized labor, OSHA regulations have made schools safer for staff and students alike.

1974 Family Educational Rights Privacy Act – FERPA is established to protect the privacy of student education records. Today, however, some school employees are seeking greater access to records that would identify students with a communicable disease or a history of violence.

1975 Summer Food Service Program – In a continuing effort to improve nutrition for children, Congress once again expands school food service, establishing this program to provide healthy meals to 2 million children during the long summer vacations.

1975 Education for all Handicapped Children Act (PL94-142) – Congress passes this law, now known as the Individuals with Disabilities Education Act (IDEA), to ensure access to a free and appropriate education for students with disabilities. In order to do their job well, many school support workers – especially security officers, bus drivers and paraprofessionals – are expected to be familiar with IDEA’s complex regulations.

1983 Publication of “A Nation at Risk” – Spurred by this book, parents and policymakers nationwide push for better schools. The reaction to the report leads to more uniform standards for teachers and students, but standards for school support staff still vary widely.

1986 Commercial Motor Vehicle Safety Act – Lawmakers raise standards for school bus drivers, helping to maintain an excellent record of transporting students safely. The new license, however, enables some school bus drivers to find higher-paying work, which leads to a shortage in some districts.

1994 National Skill Standards Act – This law establishes a National Skill Standards Board to oversee the development of a voluntary, industry-based national system of skill standards, assessments and credentials. A report on skill standards for teacher assistants, to be released this summer, could lay the groundwork for national certification.

1998 Postsecondary Campus Security Statistics – Established by amendment to the Higher Education Act of 1965, this resource keeps students, parents and staff informed about campus security. The Act requires annual reports and preventive measures such as timely warning information of the occurrences of crime.

APPENDIX

TABLE 1.
SCHOOL EMPLOYEE GROUPS AS PERCENTAGE OF TOTAL FULL-TIME EQUIVALENT STAFF
1950 AND 1998

Source: National Center for Education Statistics Schools and Staffing Survey

Group	1950	1998
Administrators	33,642	2.6%
Principals	43,137	3.4%
Teachers	913,671	71.1%
Other instl & student support services staff	6,302	0.5%
Librarians	0	0%
Guidance counselors	0	0%
Support staff	288,139	22.4%
Instructional aides	0	0%
TOTAL	1,284,891	5,416,699

TABLE 2.
JOB GROUPS AS PERCENTAGE OF TOTAL INCREASE OF FULL-TIME EQUIVALENT STAFF FROM
1950 TO 1998

Source: National Center for Education Statistics Schools and Staffing Survey

Group		
Administrators	17,171	0.4%
Principals	86,141	2.1%
Teachers	1,912,475	46.3%
Other instl & student support services staff	174,249	4.2%
Librarians	52,216	1.3%
Guidance counselors	93,058	2.3%
Support staff	1,209,340	29.3%
Instructional aides	587,158	14.2%
TOTAL	4,131,808	

TABLE 3.**2000 EMPLOYMENT AND SALARY DATA—BY STANDARD OCCUPATIONAL CLASSIFICATION (SOC) CODE AND INDUSTRY**

Source: 2000 National Industry-Specific Occupational Employment and Wage Estimates, Bur. of Labor Statistics

INDUSTRY	# EMPLOYED	MEDIAN HOURLY	MEAN HOURLY	MEAN ANNUAL
<u>COMPUTER SUPPORT SPECIALISTS—SOC Code 15-1041</u>				
All Industries	522,570	\$17.53	\$19.08	\$39,680
Child Care	120 ¹³	\$14.00	\$14.51	\$30,180
College	23,250	\$15.78	\$16.61	\$34,550
K-12	19,350	\$15.03	\$15.75	\$32,750
Vocational	1,780	\$15.50	\$16.63	\$34,590
<u>LIBRARY TECHNICIANS—SOC Code 25-4031</u>				
All Industries	100,690	\$11.14	\$11.65	\$24,230
College	22,880	\$12.17	\$12.72	\$26,460
K-12	27,360	\$10.15	\$10.70	\$22,250
<u>TEACHER ASSISTANTS—SOC Code 25-9041</u>				
All Industries	1,159,110	14	14	\$18,770
Child Care	93,930	14	14	\$16,200
College	44,610	14	14	\$23,950
K-12	911,390	14	14	\$18,680
<u>SECURITY GUARDS—SOC Code 33-9032</u>				
All Industries	1,104,400	\$8.45	\$9.36	\$19,470
Child Care	40	\$9.30	\$8.68	\$18,060
College	23,260	\$10.49	\$11.47	\$23,860
K-12	27,580	\$10.69	\$11.11	\$23,110
Vocational	410	\$10.52	\$11.71	\$24,350
<u>CROSSING GUARDS—SOC Code 33-9091</u>				
All Industries	72,830	\$8.37	\$9.19	\$19,110
K-12	12,810	\$7.05	\$8.01	\$16,660 (\$8,746) ¹⁶
<u>COOKS—SOC Code 35-2012¹⁵</u>				
All Industries	414,100	\$8.22	\$8.68	\$18,060
Child Care	17,600	\$7.52	\$7.75	\$16,120
College	6,290	\$9.49	\$9.71	\$20,190
K-12	182,830	\$7.65	\$8.13	\$16,910 (\$8,878) ¹⁶
Vocational	190	\$10.11	\$10.62	\$22,090
<u>FOOD PREPARATION—SOC Code 35-2021</u>				
All Industries	847,810	\$7.38	\$7.78	\$16,180
Child Care	3,350	\$7.03	\$7.38	\$15,350
College	6,740	\$8.17	\$8.57	\$17,820
K-12	87,270	\$8.14	\$8.30	\$17,260 (\$9,063) ¹⁶
Vocational	110	\$8.11	\$8.61	\$17,900
<u>CAFETERIA ATTENDANTS & CONCESSION—SOC Code 35-3022</u>				
All Industries	2,083,330	\$8.26	\$9.17	\$19,080
College	3,460	\$7.59	\$7.99	\$16,610
K-12	62,740	\$8.16	\$8.53	\$17,730
<u>JANITORS & CLEANERS—SOC Code 37-2011</u>				
All Industries	2,083,330	\$8.26	\$9.17	\$19,080
Child Care	6,860	\$7.66	\$8.13	\$16,910
College	97,210	\$9.77	\$10.15	\$21,110
K-12	343,470	\$10.14	\$10.62	\$22,090
Vocational	1,960	\$8.56	\$9.29	\$19,330

LANDSCAPING & GROUNDSKEEPING—SOC Code 37-3011

All Industries	754,340	\$8.80	\$9.63	\$20,030
Child Care	150	\$8.23	\$8.87	\$18,450
College	18,640	\$10.03	\$10.79	\$22,430
K-12	20,960	\$11.01	\$11.66	\$24,250
Vocational	80	\$9.24	\$10.19	\$21,200

CHILD CARE—SOC Code 39-9011

All Industries	398,090	\$7.43	\$7.86	\$16,350
Child Care	157,340	\$6.74	\$7.18	\$14,940
College	3,930	\$7.85	\$8.32	\$17,310
K-12	101,080	\$8.52	\$8.57	\$17,840

BOOKKEEPING, ACCOUNTING & AUDITING CLERKS—SOC Code 43-3031

All Industries	1,666,530	\$12.34	\$12.96	\$26,950
Child Care	4,500	\$10.66	\$11.65	\$24,220
College	29,420	\$12.65	\$13.06	\$27,170
K-12	35,470	\$12.62	\$12.93	\$26,900
Vocational	2,630	\$12.34	\$12.90	\$26,830

PAYROLL AND TIMEKEEPING CLERKS—SOC Code 43-3051

All Industries	191,310	\$13.07	\$13.57	\$28,220
College	4,020	\$13.31	\$13.72	\$28,540
K-12	10,440	\$13.42	\$13.71	\$28,510

LIBRARY ASSISTANTS, CLERKS—SOC Code 43-4121

All Industries	95,100	\$8.65	\$9.32	\$19,380
College	14,300	\$10.05	\$10.44	\$21,710
K-12	20,600	\$8.67	\$9.11	\$18,960
Vocational	90	\$10.06	\$10.33	\$21,490

RECEPTIONISTS & INFORMATION CLERKS—SOC Code 47-4171

All Industries	1,054,300	\$9.63	\$9.99	\$20,780
Child Care	2,410	\$8.59	\$8.91	\$18,540
College	12,440	\$9.44	\$10.06	\$20,910
K-12	14,670	\$9.19	\$9.63	\$20,040
Vocational	2,880	\$9.76	\$9.93	\$20,650

EXECUTIVE SECRETARIES & ADMINISTRATIVE ASSISTANTS—SOC Code 43-6011

All Industries	1,369,960	\$14.95	\$15.63	\$32,520
Child Care	4,150	\$11.49	\$12.06	\$25,070
College	93,690	\$14.29	\$15.00	\$31,200
K-12	47,390	\$14.65	\$15.39	\$32,010
Vocational	3,690	\$13.29	\$14.01	\$29,130

SECRETARIES—SOC Code 43-6014

All Industries	1,698,080	\$11.47	\$11.98	\$24,910
Child Care	3,220	\$9.87	\$10.08	\$20,960
College	116,620	\$11.60	\$11.98	\$24,920
K-12	197,550	\$11.57	\$12.00	\$24,960
Vocational	3,080	\$11.24	\$11.73	\$24,400

COMPUTER OPERATORS—SOC Code 43-9011

All Industries	186,460	\$13.30	\$14.15	\$29,430
College	5,880	\$12.70	\$13.14	\$27,330

DATA ENTRY KEYERS—SOC Code 43-9021

All Industries	458,720	\$10.24	\$10.66	\$22,170
College	8,060	\$10.55	\$10.82	\$22,510
K-12	7,450	\$10.35	\$10.81	\$22,480

WORD PROCESSORS & TYPISTS—SOC Code 43-9022

All Industries	257,020	\$11.88	\$12.22	\$25,420
College	10,230	\$10.99	\$11.11	\$23,110
K-12	14,460	\$11.20	\$11.51	\$23,930

OFFICE CLERKS—SOC Code 43-9061

All Industries	2,674,710	\$10.16	\$10.72	\$22,290
Child Care	6,790	\$8.25	\$8.63	\$17,940
College	130,430	\$9.72	\$10.15	\$21,110
K-12	112,010	\$10.37	\$10.70	\$22,260
Vocational	4,480	\$9.32	\$9.99	\$20,790

CARPENTERS—SOC Code 47-2031

All Industries	858,890	\$15.69	\$16.88	\$35,100
College	6,220	\$15.65	\$16.68	\$34,700
K-12	8,990	\$14.59	\$15.46	\$32,160
Vocational	300	\$6.88	\$12.23	\$25,430

ELECTRICIANS—SOC Code 47-2111

All Industries	640,260	\$19.29	\$20.29	\$42,210
College	7,100	\$16.96	\$18.63	\$38,760
K-12	2,850	\$18.03	\$19.44	\$40,430

PAINTERS, CONSTRUCTION & MAINTENANCE—SOC Code 47-2141

All Industries	261,040	\$13.10	\$4.24	\$29,610
College	5,330	\$14.59	\$15.80	\$32,860
K-12	2,100	\$16.13	\$16.79	\$34,920

PLUMBERS, PIPEFITTERS & STEAMFITTERS

All Industries	437,140	\$18.19	\$19.31	\$40,170
College	5,070	\$17.40	\$19.15	\$39,830
K-12	2,030	\$18.41	\$19.25	\$40,040

BUS & TRUCK MECHANICS—SOC Code 49-3031

All Industries	258,800	\$15.55	\$15.97	\$33,210
K-12	15,930	\$14.63	\$14.89	\$30,980

HVAC—SOC Code 49-9021

All Industries	197,930	\$15.76	\$16.43	\$34,180
College	5,680	\$16.12	\$16.56	\$34,440
K-12	5,880	\$16.45	\$16.70	\$34,730
Vocational	70	\$16.09	\$16.88	\$35,110

MAINTENANCE & REPAIR WORKERS, GENERAL—SOC Code 49-9042

All Industries	1,216,250	\$13.39	\$14.14	\$29,420
Child Care	1,380	\$9.61	\$10.25	\$21,320
College	25,440	\$12.98	\$13.49	\$28,060
K-12	51,400	\$13.17	\$13.71	\$28,510
Vocational	970	\$11.81	\$12.82	\$26,680

STATIONARY ENGINEERS & BOILER OPERATORS—SOC Code 51-8021

All Industries	56,330	\$19.43	\$19.94	\$41,470
College	2,430	\$19.11	\$20.00	\$41,600
K-12	2,280	\$18.87	\$19.73	\$41,040

BUS DRIVERS—SOC Code 53-3022

All Industries	457,050	\$10.05	\$10.31	\$21,430
Child Care	6,230	\$8.12	\$8.38	\$17,430
K-12	298,540	\$9.97	\$10.31	\$21,440 (\$11,258) ¹⁶

LABORERS & FREIGHT, STOCK CLERKS—SOC Code 53-7062

All Industries	2,120,640	\$9.04	\$9.84	\$20,460
College	11,070	\$6.67	\$7.67	\$15,960
K-12	10,190	\$7.71	\$9.88	\$20,560

TABLE 4**2000 EMPLOYMENT AND SALARY DATA—BY INDUSTRY (Sorted high to low by Mean Annual Salary)****Source: 2000 National Industry-Specific Occupational Employment and Wage Estimates, Bureau of Labor Statistics**

JOB TITLE	NUMBER EMPLOYED	MEDIAN HOURLY	MEAN HOURLY	MEAN ANNUAL
CHILD CARE				
Computer Support Specialists	120	\$14.00	\$14.51	\$30,180
Exec Secretaries & Admin Assistants	4,150	\$11.49	\$12.06	\$25,070
Bookkeeping, Accounting & Auditing Clerks	4,500	\$10.66	\$11.65	\$24,220
Maintenance & Repair Workers, General	1,380	\$9.61	\$10.25	\$21,320
Secretaries	3,220	\$9.87	\$10.08	\$20,960
Receptionists & Information Clerks	2,410	\$8.59	\$8.91	\$18,540
Landscaping/Groundskeeping	150	\$8.23	\$8.87	\$18,450
Security Guards	40	\$9.30	\$8.68	\$18,060
Office Clerks	6,790	\$8.25	\$8.63	\$17,940
Bus Drivers	6,230	\$8.12	\$8.38	\$17,430
Janitors & Cleaners	6,860	\$7.66	\$8.13	\$16,910
Teacher Assistants	93,930	¹⁴	¹⁴	\$16,200
Cooks	17,600	\$7.52	\$7.75	\$16,120
Food Preparation	3,350	\$7.03	\$7.38	\$15,350
Child Care	157,340	\$6.74	\$7.18	\$14,940
COLLEGE AND UNIVERSITY				
Stationary Engineers & Boiler Operators	2,430	\$19.11	\$20.00	\$41,600
Plumbers, Pipefitters, & Steamfitters	5,070	\$17.40	\$19.15	\$39,830
Electricians	7,100	\$16.96	\$18.63	\$38,760
Carpenters	6,220	\$15.65	\$16.68	\$34,700
Computer Support Specialists	23,250	\$15.78	\$16.61	\$34,450
HVAC	5,680	\$16.12	\$16.56	\$34,440
Painters, Construction & Maintenance	5,330	\$14.59	\$15.80	\$32,860
Exec Secretaries & Admin Assistants	93,690	\$14.29	\$15.00	\$31,200
Payroll & Timekeeping Clerks	4,020	\$13.31	\$13.72	\$28,540
Maintenance & Repair Workers, General	25,440	\$12.98	\$13.49	\$28,060
Computer Operators	5,880	\$12.70	\$13.14	\$27,330
Bookkeeping, Accounting & Auditing Clerks	29,420	\$12.65	\$13.06	\$27,170
Library Technicians	22,880	\$12.17	\$12.72	\$26,460
Secretaries	116,620	\$11.60	\$11.98	\$24,920
Teacher Assistants	44,610	¹⁴	¹⁴	\$23,950
Security Guards	23,260	\$10.49	\$11.47	\$23,860
Word Processors & Typists	102,301	\$10.99	\$11.11	\$23,110
Data Entry Keyers	8,060	\$10.55	\$10.82	\$22,510
Landscaping & Groundskeeping	18,640	\$10.03	\$10.79	\$22,430
Library Assistants, Clerks	14,300	\$10.05	\$10.44	\$21,710
Janitors & Cleaners	97,210	\$9.77	\$10.15	\$21,110
Office Clerks	130,430	\$9.72	\$10.15	\$21,110
Receptionists & Information Clerks	12,400	\$9.44	\$10.06	\$20,910
Cooks	6,290	\$9.49	\$9.71	\$20,190
Food Preparation	6,740	\$8.17	\$8.57	\$17,820
Child Care	3,930	\$7.85	\$8.32	\$17,310
Cafeteria Attendants & Concessions	3,460	\$7.59	\$7.99	\$16,610
Laborers & Freight, Stock Clerks	11,070	\$6.67	\$7.67	\$15,960

ELEMENTARY & SECONDARY SCHOOLS

Stationary Engineers & Boiler Operators	2,280	\$18.87	\$19.73	\$41,040
Electricians	2,850	\$18.03	\$19.44	\$40,430
Plumbers, Pipefitters, & Steamfitters	2,030	\$18.41	\$19.25	\$40,040
Painters, Construction & Maintenance	2,100	\$16.13	\$16.79	\$34,920
HVAC	5,880	\$16.45	\$16.70	\$34,730
Computer Support Specialists	19,350	\$15.03	\$15.75	\$32,750
Carpenters	8,990	\$14.59	\$15.46	\$32,160
Exec Secretaries & Admin Assistants	47,390	\$14.65	\$15.39	\$32,010
Bus and Truck Mechanics	15,930	\$14.63	\$14.89	\$30,980
Maintenance & Repair Workers, General	51,400	\$13.17	\$13.71	\$28,510
Payroll & Timekeeping Clerks	10,440	\$13.42	\$13.71	\$28,510
Bookkeeping, Accounting & Auditing Clerks	35,470	\$12.62	\$12.93	\$26,900
Secretaries	197,550	\$11.57	\$12.00	\$24,960
Landscaping & Groundskeeping	20,960	\$11.01	\$11.66	\$24,250
Word Processors & Typists	14,460	\$11.20	\$11.51	\$23,930
Security Guards	27,580	\$10.69	\$11.11	\$23,110
Office Clerks	112,010	\$10.37	\$10.70	\$22,260
Library Technicians	27,360	\$10.15	\$10.70	\$22,250
Janitors & Cleaners	343,470	\$10.14	\$10.62	\$22,090
Bus Drivers ¹⁵	298,540	\$9.97	\$10.31	\$21,440
Laborers & Freight, Stock Clerks	10,190	\$7.71	\$9.88	\$20,560
Receptionists & Information Clerks	14,670	\$9.19	\$9.63	\$20,040
Library Assistants, Clerks	20,600	\$8.67	\$9.11	\$18,960
Teacher Assistants	911,390	¹⁴	¹⁴	\$18,680
Child Care ¹⁵	101,080	\$8.52	\$8.57	\$17,840
Cafeteria Attendants & Concession ¹⁵	62,740	\$8.16	\$8.53	\$17,730
Food Preparation ¹⁵	87,270	\$8.14	\$8.30	\$17,260
Cooks ¹⁵	182,830	\$7.65	\$8.13	\$16,910
Crossing Guards ¹⁵	12,810	\$7.05	\$8.01	\$16,660

VOCATIONAL

HVAC	70	\$16.09	\$16.88	\$35,110
Computer Support Specialists	1,780	\$15.50	\$16.63	\$34,590
Exec Secretaries & Admin Assistants	3,690	\$13.29	\$14.01	\$29,130
Bookkeeping, Accounting & Auditing Clerks	2,630	\$12.34	\$12.90	\$26,830
Maintenance & Repair Workers, General	970	\$11.81	\$12.82	\$26,680
Carpenters	300	\$6.88	\$12.23	\$25,430
Secretaries	3,080	\$11.24	\$11.73	\$24,400
Security Guards	410	\$10.52	\$11.71	\$24,350
Cooks	190	\$10.11	\$10.62	\$22,090
Library Assistants, Clerks	90	\$10.06	\$10.33	\$21,490
Landscaping & Groundskeeping	80	\$9.24	\$10.19	\$21,200
Office Clerks	4,480	\$9.32	\$9.99	\$20,790
Receptionists & Information Clerks	2,880	\$9.76	\$9.93	\$20,650
Janitors & Cleaners	1,960	\$8.56	\$9.29	\$19,330
Food Preparation	110	\$8.11	\$8.61	\$17,900

TABLE 5.**MEAN ANNUAL SALARY—DIFFERENCE FROM SIMILAR WORKERS IN ALL INDUSTRIES****SOURCE: 2000 National Industry-Specific Occupational Employment and Wage Estimates, Bureau of Labor Statistics**

	MEAN ANNUAL	+/- ALL INDUSTRIES	PERCENT +/-
CHILD CARE			
Food Preparation	\$15,350	-\$830	-5.4%
Security Guards	\$18,060	-\$1,410	-7.8%
Landscaping & Groundskeeping	\$18,450	-\$1,580	-8.6%
Child Care	\$14,940	-\$1,410	-9.4%
Bookkeeping, Accounting & Audit Clerks	\$24,220	-\$2,730	-11.3%
Cooks	\$16,120	-\$1,940	-12.0%
Receptionists & Information Clerks	\$18,540	-\$2,240	-12.1%
Janitors & Cleaners	\$16,910	-\$2,170	-12.8%
Teacher Assistants	\$16,200	-\$2,570	-15.9%
Secretaries	\$20,960	-\$3,950	-18.8%
Bus Drivers	\$17,430	-\$4,000	-22.9%
Office Clerks	\$17,940	-\$4,350	-24.2%
Exec Secretaries & Admin Assistants	\$25,070	-\$7,450	-29.7%
Computer Support Specialists	\$30,180	-\$9,500	-31.5%
Maintenance & Repair Workers, General	\$21,320	-\$8,100	-38.0%
COLLEGE AND UNIVERSITY			
Teacher Assistants	\$23,950	\$5,180	21.6%
Security Guards	\$23,860	\$4,390	18.4%
Library Assistants, Clerks	\$21,710	\$2,324	10.7%
Landscaping & Groundskeeping	\$22,430	\$2,400	10.7%
Cooks	\$20,190	\$2,130	10.5%
Painters, Construction & Maintenance	\$32,860	\$3,250	9.9%
Janitors & Cleaners	\$21,110	\$2,030	9.6%
Cafeteria Attendants & Concessions	\$16,610	\$1,560	9.4%
Food Preparation	\$17,820	\$1,640	9.2%
Library Technicians	\$26,460	\$2,230	8.4%
Child Care	\$17,310	\$960	5.5%
Secretaries	\$24,920	\$520	2.1%
Data Entry Keyers	\$22,510	\$340	1.5%
Receptionists & Information Clerks	\$20,910	\$260	1.2%
Payroll & Timekeeping Clerks	\$28,540	\$320	1.1%
Bookkeeping, Accounting & Audit Clerks	\$27,170	\$220	0.8%
HVAC	\$34,440	\$266	0.8%
Stationary Engineers & Boilermakers	\$41,600	\$130	0.3%
Plumbers, Pipefitters & Steamfitters	\$39,830	-\$340	-0.9%
Carpenters	\$34,700	-\$400	-1.2%
Exec Secretaries & Admin Assistants	\$31,200	-\$1,320	-4.2%
Maintenance & Repair Workers, General	\$28,060	-\$1,360	-4.8%
Office Clerks	\$21,110	-\$1,180	-5.6%
Computer Operators	\$27,330	-\$2,100	-7.7%
Electricians	\$38,760	-\$3,450	-8.9%
Word Processors & Typists	\$23,110	-\$2,310	-10.0%
Computer Support Specialists	\$34,450	-\$5,230	-15.2%
Laborers & Freight, Stock Clerks	\$15,960	-\$4,500	-28.2%

ELEMENTARY AND SECONDARY EDUCATION

Landscaping & Groundskeeping	\$24,250	\$4,220	17.4%
Security Guards	\$23,110	\$3,640	15.8%
Painters, Construction & Maintenance	\$34,920	\$5,310	15.2%
Cafeteria Attendants & Concessions ¹⁵	\$17,730	\$2,680	15.1%
Janitors & Cleaners	\$22,090	\$3,010	13.6%
Child Care	\$17,840	\$1,490	8.4%
Receptionists & Information Clerks	\$20,040	\$1,500	7.5%
Food Preparation ¹⁵	\$17,260	\$1,080	6.3%
HVAC	\$34,730	\$556	1.6%
Laborers & Freight, Stock Clerks	\$20,560	\$100	0.5%
Secretaries	\$24,960	\$50	0.2%
Bus Drivers ¹⁵	\$21,440	\$10	0.0%
Office Clerks	\$22,260	-\$30	-0.1%
Bookkeeping, Accounting & Auditing Clerks	\$26,900	-\$50	-0.2%
Plumbers, Pipefitters & Steamfitters	\$40,040	-\$130	-0.3%
Teacher Assistants	\$18,680	-\$90	-0.5%
Stationary Engineers & Boiler Operators	\$41,040	-\$430	-1.0%
Executive Secretaries & Administrative Assistants	\$32,010	-\$510	-1.6%
Library Assistants, Clerks	\$18,960	-\$426	-2.2%
Maintenance & Repair Workers, General	\$28,510	-\$910	-3.2%
Payroll & Timekeeping Clerks	\$27,170	-\$1,050	-3.9%
Electricians	\$40,430	-\$1,780	-4.4%
Word Processors & Typists	\$23,930	-\$1,490	-6.2%
Cooks ¹⁵	\$16,910	-\$1,150	-6.8%
Bus and Truck Mechanics	\$30,980	-\$2,230	-7.2%
Library Technicians	\$22,250	-\$1,980	-8.9%
Carpenters	\$32,160	-\$2,940	-9.1%
Crossing Guards ¹⁵	\$16,660	-\$2,450	-14.7%
Computer Support Specialists	\$32,750	-\$6,930	-21.2%

VOCATIONAL

Security Guards	\$24,350	\$4,880	20.0%
Cooks	\$22,090	\$4,030	18.2%
Library Assistants, Clerks	\$21,490	\$2,104	9.8%
Food Preparation	\$17,900	\$1,720	9.6%
Landscaping & Groundskeeping	\$21,200	\$1,170	5.5%
HVAC	\$35,110	\$936	2.7%
Janitors & Cleaners	\$19,330	\$250	1.3%
Bookkeeping, Accounting & Audit Clerks	\$26,830	-\$120	-0.4%
Receptionists & Information Clerks	\$20,650	-\$130	-0.6%
Secretaries	\$24,400	-\$510	-2.1%
Office Clerks	\$20,790	-\$1,500	-7.2%
Maintenance & Repair Workers, General	\$26,680	-\$2,740	-10.3%
Executive Secretaries & Administrative Assistants	\$29,130	-\$3,390	-11.6%
Computer Support Specialists	\$34,590	-\$5,090	-14.7%
Carpenters	\$25,430	-\$9,670	-38.0%

TABLE 6.**MEAN OF MEAN HOURLY SALARY FOR JOB GROUPS—1974/75 and 1999/00**

Source: Educational Research Service, *National Survey of Salaries and Wages in Public Schools*, Part 3, "Wages and Salaries Paid Support Personnel in Public Schools, 1999-2000."

	1974-75	1999-00
Cafeteria	\$2.57	\$8.96
Non Instructional Aides	\$2.73	\$9.62
School Library Clerks ¹⁶	\$2.83	\$9.45
Instructional Aides	\$2.83	\$9.90
Central Office Clerks ¹⁷	\$3.03	\$11.41
Custodians	\$3.50	\$11.29
School Secretaries ¹⁷	\$3.52	\$13.22
Bus Drivers	\$3.68	\$12.34
Central Office Secretaries ¹⁷	\$3.72	\$14.37
Central Office Accounting ¹⁷	\$3.80	\$14.28

TABLE 7.

MEAN OF MEAN SALARIES FOR ELEMENTARY AND
SECONDARY JOB GROUP BY REGION—PERCENT-AGE ABOVE NATIONAL NORM IN 1974/75 AND
1999/00

SOURCE: Educational Research Service, *National Survey of Salaries and Wages in Public Schools*, Part 3, "Wages and Salaries Paid Support Personnel in Public Schools, 1999-2000."

- New England (CT, MA, ME, NH, RI, VT)
- Mideast (DE, DC, MD, NJ, NY, PA)
- Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV)
- Great Lakes (IL, IN, MI, OH, WI)
- Southwest (AZ, NM, OK, TX)
- Plains (IA, KS, MN, MO, NE, ND, SD)
- Rocky Mountain (CO, ID, MT, UT, WY)
- Far West (AK, CA, HI, NV, OR, WA)

1974/75 1999/00 +/-

BUS DRIVERS

New England	2.1%	-4.8%	-6.9%
Mideast	6.9%	10.1%	3.2%
Southeast	-20.6%	-6.5%	14.1%
Great Lakes	8.5%	5.5%	-3.0%
Southwest	-5.6%	-7.9%	-2.3%
Plains	-17.6%	-18.3%	-0.7%
Rocky Mountain	-13.0%	-8.0%	5.0%
Far West	12.4%	12.8%	0.4%

CAFETERIA WORKERS

New England	-4.8%	6.5%	11.3%
Mideast	1.5%	3.0%	1.5%
Southeast	-10.1%	-5.6%	4.5%
Great Lakes	3.0%	3.0%	0.0%
Southwest	-12.0%	-9.5%	2.5%
Plains	-10.1%	-12.9%	-2.8%
Rocky Mountain	-2.8%	-11.8%	-9.0%
Far West	15.3%	14.6%	-0.7%

CENTRAL OFFICE ACCOUNTING

New England	-2.5%	6.8%	9.3%
Mideast	0.2%	6.7%	6.5%
Southeast	-3.7%	-4.8%	-1.1%
Great Lakes	0.8%	4.0%	3.2%
Southwest	-14.3%	-12.9%	1.4%
Plains	-8.6%	-18.4%	-9.8%
Rocky Mountain	-9.0%	-20.0%	-11.0%
Far West	13.1%	10.2%	-2.9%

CENTRAL OFFICE SECRETARIES

New England	4.4%	10.1%	5.7%
Mideast	5.3%	8.5%	3.2%
Southeast	-10.1%	-11.7%	-1.6%
Great Lakes	-0.6%	2.2%	2.8%
Southwest	-20.0%	-17.1%	2.9%
Plains	-8.5%	-11.7%	-3.2%
Rocky Mountain	-3.9%	-19.9%	-16.0%
Far West	17.0%	15.6%	-1.4%

CENTRAL OFFICE CLERKS

New England	3.0%	-1.9%	-4.9%
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TABLE 8**MEAN OF MEAN SALARIES FOR ELEMENTARY AND SECONDARY SCHOOLS—1974/75 TO 1999/00****GREATEST REGIONAL INCREASE AND DECREASE IN EACH JOB GROUP**

SOURCE: Educational Research Service, *National Survey of Salaries and Wages in Public Schools*, Part 3, "Wages and Salaries Paid Support Personnel in Public Schools, 1999-2000."

Region from Norm 1999/00	Percent from Norm 1974/75	Percent from Norm 1974/75	Decrease Job Group	Region	Increase	Percent		
	Percent from Norm 1999/00	Percent from Norm 1974/75						
New England	2.1%	-4.8%	-6.9%	Bus Drivers	14.1%	-6.5%	-20.6%	Southeast
Rocky Mountain	-2.8%	-11.8%	-9.0%	Cafeteria Workers	11.3%	6.5%	-4.8%	New England
Rocky Mountain	-9.0%	-20.0%	-11.0%	Central Office Accounting	9.3%	6.8%	-2.5%	New England
Southwest	19.9%	-9.3%	-29.2%	Central Office Clerks	8.1%	8.4%	0.3%	Mideast
Rocky Mountain	-3.9%	-19.9%	-16.0%	Central Office Secretaries	5.7%	10.1%	4.4%	New England
Plains	-20.4%	-34.5%	-14.1%	Custodians	11.5%	15.6%	4.1%	New England
Rocky Mountain	-19.3%	-20.6%	-1.3%	Instructional Aides	7.1%	-12.7%	-19.8%	Southwest
Rocky Mountain	-11.1%	-25.1%	-14.0%	Non Instructional Aides	10.5%	-3.7%	6.8%	New England
Rocky Mountain	-13.9%	-37.9%	-24.0%	School Library Clerks	14.5%	1.1%	-13.4%	New England
Rocky Mountain	-10.2%	-24.7%	-14.5%	School Secretaries	11.1%	-7.9%	-19.0%	Southeast

ADDITIONAL RESOURCES

Visit the AFT Web site (www.aft.org/psrp/directory.html) for more information about PSRPs, the issues discussed in this report, and links to other organizations that provide services to and information about paraprofessionals and school-related personnel.

Endnotes

- ¹ Bureau of Labor Statistics Industry-Specific Occupational Employment and Wage Estimates, 2000. www.bls.gov.
- ² Educational Research Service, *National Survey of Salaries and Wages in Public Schools, Part 3, "Wages and Salaries Paid Support Personnel in Public Schools, 1999-2000."* (Arlington, VA: Educational Research Service). www.ers.org
- ³ *Union Membership and Earnings Databook: Compilations from the Current Population Survey, 2001*, authored by Barry T. Hirsch, Trinity University and David A. MacPherson, Florida State University, published by the Bureau of National Affairs, Inc. (Washington, DC, 800-452-7773).
- ⁴ Digest of Education Statistics, 2000. Employees in degree-granting institutions, by primary occupation, Fall 1997.
- ⁵ For more information and a discussion of research results on privatization, visit the AFT Center on Privatization on the American Federation of Teachers Web site: www.aft.org.
- ⁶ American Federation of Teachers, PSRP Office Employees Workload Internet Survey, October - December, 2000. <http://www.aft.org/psrp/workloadsurveyppt/index.htm>.
- ⁷ American Federation of Teachers, Survey of PSRP Food Service Employees, (December, 2001 - March, 2002).
- ⁸ American Federation of Teachers, PSRP Internet Survey of Paraprofessionals on Their Use as Substitutes, February - May, 2001. http://www.aft.org/psrp/downloads/substitutes_results.pdf.
- ⁹ American Federation of Teachers, School Bus Driver Health and Safety Survey, April - August, 2001. http://www.aft.org/psrp/downloads/bus_results.pdf.
- ¹⁰ American Federation of Teachers, Custodial and Maintenance Workers Health and Safety Survey, November, 2001-March, 2002.
- ¹¹ Darryl Alexander, "School Employees: The Forgotten Municipal Workers," *Occupational Medicine: State of the Art Reviews*, vol. 16, no.1, January - March, 2001, pp. 65-78.
- ¹² Bureau of Labor Statistics 1998-2008 Employment Projections, 2000. www.bls.gov
- ¹³ Child care includes school and non-school based pre-kindergarten, early childhood education and child care facilities.
- ¹⁴ Hourly wage for occupations where workers typically work fewer than 2,080 hours per year are not available.
- ¹⁵ It is probably inaccurate to calculate an annual wage from an hourly wage for this group of workers in elementary and secondary schools as they are not likely to work the standard 2,080 hours per year. Most of the job titles marked work between five and six hours a day for the average 182 day school year—or a range of 910 to 1,092 hours.
- ¹⁶ Annual salary based on 1,092 hours per year.
- ¹⁷ Office Employee hourly salaries are calculated from reported yearly wages.